2001 STRENGTHENING SUPPORT

A Response to the Student Support Needs Assessment

Education, Culture & Employment

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Strengthening Support 2001

A Response to the Student Support Needs Assessment

Early Childhood and School Services
GNWT Department of Education, Culture and Employment

April 2001

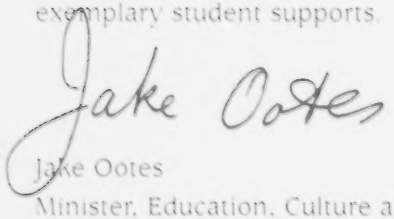
Message from the Minister

The Student Support Needs Assessment 2000 was recently completed. Through this research, we have gathered data on all NWT students at the classroom level regarding the supports individual students need to enhance their learning. We have also gathered data on practices and procedures in place in NWT schools to provide supports to students. More than ever, we have come to understand the tremendous diversity of our student needs.

We are now in an informed position to set direction in response to the Student Support Needs Assessment. We have gained a more in-depth understanding of the overall picture for each jurisdiction in the NWT. We have made progress since the last needs assessment (1993) and we will continue to work hard as we plan for the future.

The Department of Education, Culture and Employment commits itself and its resources to addressing the eight priorities identified through the Student Support Needs Assessment. The changing times have brought with them changing demands. An overall commitment has been made to reduce the pupil-teacher ratio. At the same time, we are working to increase the number of school level supports, including Program Support Teachers and trained counsellors. We realize the importance of supporting young parents through early childhood, preschool, and early intervention programs. Our schools emphasize creating caring, learning environments through such initiatives as Effective Behavioural Support (EBS). EBS is a system-wide approach that addresses behavioural concerns and helps set a positive school climate.

This document outlines our planned direction. Our various strategies, initiatives and action plans must be consistent with these priorities if we are to truly set direction which will provide exemplary student supports.



Jake Ootes
Minister, Education, Culture and Employment

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Introduction

The Student Support Needs Assessment was conducted during the 1999/2000 school year to determine:

- what supports students were receiving
- who is providing these supports and where
- gaps between the level of need and the level of supports being provided
- how the situation has changed since 1993 when similar information was collected (included Nunavut)
- which students are the most difficult for schools to support
- which students have special needs, and what those needs are
- what practices and procedures are in place at a school level to provide supports for students.

Information was gathered on 9,619 students in the NWT school system. This information was obtained through:

- interviews with classroom teachers
- interviews with principals and school administrative teams, and
- written submissions from regional student support consultants.

There are two reports available:

- Student Support Needs Assessment 2000 – Territorial Report
- Student Support Needs Assessment 2000 – Technical Report

Data from the Student Support Needs Assessment 2000 have provided insight into the delivery of student supports as well as the needs still to be met. We know where we need to go in order to provide better supports for our students.

Framework for Action

Framing the Direction

- *Philosophical Beliefs*
- *Principles*
- *Definitions*
- *Building Regional Capacity and Accountability*
- *Appropriate Programming and Assessment*

Priorities

- *Trained Classroom and Support Staff*
- *Expansion of Counselling Services in School*
- *Reduced Pupil-Teacher Ratio*
- *Increase in Number of Program Support Teachers*
- *Parent Support to Students*
- *Student Behaviour, Attendance and Tardiness*
- *Reading and Literacy*
- *Preschool Programs and Early Intervention Programs*

Translating Direction Into Action

- *Early Childhood Development Action Plan (Draft 2001)*
- *A Strategy to Enhance and Expand Senior Secondary Programming (Draft 2001)*
- *Towards Literacy – A Strategy Framework 2000*
- *Career Development Strategy (Draft 2001)*
- *Culture-based Education Strategy (Draft 2001)*
- *Revitalizing, Enhancing and Promoting Aboriginal Languages (2001)*
- *Counselling Strategy (Draft 2001)*
- *Staff Recruitment and Retention Strategy (2000)*
- *Minister's Response to Forum on Education (1999)*

Framing the Direction

Introduction

In response to the Student Support Needs Assessment 2000, the Department of Education reaffirms the philosophy of inclusive schools. This philosophy is based on the belief that all children belong and are valued members of the community. Its focus is on each child as an engaged learner and the benefits that each receives from educational programs that include appropriate supports and services responsive to individual differences. Diversity is not perceived as an obstacle, but rather as an opportunity to enrich school culture and provide students and adults with experiences to increase their knowledge, understanding and appreciation of differences.

An inclusive school is a supportive, caring and responsive learning community in which diversity is respected and students and adults are provided with a continuum of services and supports within the regular classroom, school and home community. The decision to provide programming alternatives and services is made by considering the best interests of the child, in consultation with the family, when it is demonstrated additional supports and services are required.

This section will explore important concepts that are foundational in framing the direction in the area of student support. Six components critical to this framework will be discussed.

Framing the Direction

- *Philosophical Beliefs*
- *Principles*
- *Definitions*
- *Building Regional Capacity and Accountability*
- *Appropriate Programming and Assessment*

Philosophical Beliefs –

Changing Times, Changing Demands

Over the past 20 years, the education system in the NWT has shifted from identifying only a few students considered to have "special needs" and recommending a separate type of education for them, to identifying the support needs of all students and educating all students in inclusive classrooms and schools.

The current system of **inclusive education** views students' needs along a continuum from those who require enriched programs, through those who require no extra **supports** above those offered in classrooms to all students, to those requiring various types and intensities of program adaptation and support services. The students traditionally regarded as those with "special needs" represent a relatively small proportion of the student population whose needs are significantly different from those of their peers and who may require an **Individual Education Plan** (IEP) and ongoing, intensive, and often specialized support services.

Inclusive education addresses the reality that students in today's classrooms bring with them diverse learning and personal needs to which the school must respond if students are to achieve their educational goals. All students may need additional support at some time during their education. The level of support may vary from student to student, with some students requiring only short-term services while others require ongoing and/or program adaptations. More specifically:

- any student may require support services at some time in their schooling
- several students will require additional support at various stages of their schooling
- some students will not be able to access or participate in schooling without a constant level of support
- fewer students require a level and type of support service that the school system cannot provide on its own.

Source: Student Support Services Information System – Classroom and School/Community Profiles, 1993

An ongoing challenge for education systems is to identify all students' needs and to respond to them with appropriate educational programming, teaching strategies and support services so that each student's development and learning will be enhanced.

Principles

Inclusive schooling shall be based upon and be consistent with the following principles:

a) **Inclusive Schooling shall be characterized by equal access.**
Equal access in this context means the right of all students to participate in educational programs offered in regular classroom settings with their age peers. The range and variety of educational programs offered in regular classrooms in a community is determined by the Divisional Education Councils and District Education Authorities.

b) **Inclusive schooling shall be characterized by an approach to a schooling which builds on student strengths and responds to student needs.**
This approach may involve diverse instructional strategies, as well as the provision of support services, such as additional support personnel, transportation, specialized equipment or specialized services, which are necessary to enable equal access. This approach may also involve the development of Individual Education Plans.

c) **Inclusive schooling shall be community based.**
"Community based" refers to the provision of educational programs in the home community. The range and variety of these programs is determined by the Divisional Education Councils and District Education Authorities. Community-based schooling facilitates students participating in culturally relevant programs and offers the greatest support for student success.

d) **Inclusive schooling shall promote the involvement of all parents/guardians in their children's education.**
Decisions about individual education programming and support services for children shall involve parents/guardians. The rights of parents/guardians to appeal decisions involving individual education plans is recognized.

NWT Education affirms the following principles and supports as the foundations for improving the learning environments of all our students in meeting their diversity of needs.

1. Schooling provides a secure, nurturing environment that reflects the cultures of the community, enhancing self-esteem and promoting learning.

2. Schooling promotes the participation of educational staff, students, families and the community in making decisions about learning.
3. Schooling promotes the balanced growth of students.
4. Schooling recognizes and responds appropriately to student diversity.
5. Schooling teaches students how to learn.
6. Schooling extends and enriches students' understanding and use of communication.

Source: Our Students, Our Future (GNWT, 1992)

Definitions

Diversity

Refers to all of our students and their specific individual needs as they strive to reach their potential, rather than a small group of visible students and their unique educational needs.

Supports

Supports are services above and beyond those provided to all students as part of the regular school program.

A few examples of supports include:

- program modifications for difficulty in learning, or for enrichment
- programming assistance such as small group instruction, or an Individual Education Plan (IEP)
- additional assistance with class work or homework
- assessment services
- rehabilitative and medical services such as occupational and speech therapy
- personal assistance including specialized equipment
- counselling to improve attendance, or to deal with personal issues.

Inclusive Schooling

Inclusive schooling begins with the belief that students belong with their peers and should have equal access to educational opportunities. It is concerned with the support needs of all students. It is about finding ways to include all students in our schools and to meet their unique needs through:

- a belief that all children and youth can learn
- a team approach to addressing student needs
- learning opportunities that build on students' strengths and respond to students' needs
- programs that can be adapted and modified to provide a variety of learning opportunities
- resources for materials, training, staffing and support services
- ongoing staff development in knowledge and skills related to meeting diverse student needs
- the facilitation of the involvement of parents/guardians in their children's education.

Individual Education Plan (IEP)

The IEP is a comprehensive, written educational plan with stated objectives based on a student's strengths and needs. IEPs are typically written when:

- a student's physical, intellectual or social/emotional needs are significantly different from those of his/her peers
- a student requires significantly different program goals (e.g. learning life skills).

Special Needs

Students with special needs are those who, in order to maximize their learning, require specialized support services or significant program adaptations that are different from their peers and beyond what is provided to all students in the school.

Building Regional Capacity and Accountability

Building regional capacity is one way of ensuring that students' needs are met. Jurisdictions must be given the tools to address the needs of their students. This increase in resources and responsibilities must go hand in hand with accountability. We must constantly assess our actions to ensure we are meeting student needs. We must empower those closest to the student to provide the appropriate supports.

The Department of Education, Culture and Employment will:

- provide training programs, both pre-service and in-service for professionals and paraprofessionals
- promote school improvement and accountability
- provide leadership training programs
- collaborate with other government departments and non-governmental organizations (NGOs) to provide coordinated services to students
- document best practices and develop support documents for teachers
- encourage DECs and DEAs to play an active role in supporting education at the community level
- develop and implement a recruitment and retention strategy to help retain northern teachers and teachers with northern experience to remain in the NWT.

Key Documents

- *Minister's Response to the Forum on Education (1999)*
- *Early Childhood Development Action Plan (Draft 2000)*
- *Towards Literacy – A Strategy Framework 2000*
- *Staff Recruitment and Retention Strategy (2000)*
- *A Strategy to Enhance and Expand Senior Secondary Programming (Draft 2001)*
- *Career Development Strategy (Draft 2001)*
- *Counselling Strategy (Draft 2001)*

Appropriate Programming and Assessment

Maximum learning takes place when students' programs are relevant and meaningful to them and are based on their individual strengths and needs. The provision of a broad range of programs and the use of diverse instructional strategies enhances the learning opportunities for all students.

Assessment is an integral component of all teaching and learning processes. Teacher year plans, unit or course plans, and daily lesson plans identify specific outcomes and outline how student achievement will be measured in relation to those outcomes. What teachers assess, and how they assess it, is based on what teachers teach and how students learn.

The Department of Education, Culture and Employment will:

- provide in-service and professional development opportunities for all staff, and in particular, strategies for dealing with diversity in the classroom
- support the implementation of Western Canada Protocol Curricula
- provide alternative delivery strategies for secondary courses by:
  - offering students a variety of courses that provide choices to meet their interests, needs and career goals
  - providing programming that addresses the needs of secondary schools in small communities
- implement the Departmental Directive: Student Assessment Evaluation and Reporting (2001).

Key Documents

Western Canada Protocol Curriculum and Programs
Strategy to Enhance and Expand Senior Secondary Programming (Draft 2001)
Departmental Directive: Student Assessment Evaluation and Reporting (2001)

"A number of teachers expressed the view that there was need for other, more appropriate programs for their students."

Source: Student Support Needs Assessment 2000

Priorities

Teachers reported that their highest priority for providing student support in their school was the availability of trained support staff. They placed great emphasis on the importance of training for support staff, rather than on sheer increase in the number of staff available. Following are the top five priorities for student support presented by teachers:

- trained classroom support staff
- counsellors in the school
- reduced pupil-teacher ratio
- Program Support Teachers (PST)
- parental support to students.

Beyond these top five priorities, teachers also identified several other areas of concern that needed to be addressed. Foremost among these were student behaviour, attendance and tardiness. Teachers also called for increased emphasis to be placed on reading/literacy programs and early childhood intervention programs. Early intervention programs include preschool programs as well as programs in the primary grades.

Teachers recognized a range of issues which confront students outside the classroom which influence their school performance. They noted that family related issues such as family breakdown, serious illness and death were those most frequently faced by students. Having to deal with substance abuse in the home and in the community at large also presents a challenge for many students.

This section of the document will explore important priorities for the direction ahead of us. Eight priorities have emerged from the Student Support Needs Assessment 2000 research.

Priorities

- *Trained Classroom and Support Staff*
- *Expansion of Counselling Services in School*
- *Reduced Pupil-Teacher Ratio*
- *Increase in Number of Program Support Teachers*
- *Parent Support to Students*
- *Student Behaviour, Attendance and Tardiness*
- *Reading and Literacy*
- *Preschool Programs and Early Intervention Programs*

Priorities

✔ *Trained Classroom and Support Staff*

Trained Classroom and Support Staff

Training has been identified as a priority in the Student Support Needs Assessment 2000. In assisting jurisdictions with strengthening of supports, the Department of Education, Culture and Employment will:

- support participation of Education Assistants in the Teacher Assistant Certificate Program
- provide training in specialized areas such as sensory impairment, language development and behavioural intervention
- enhance and expand support and training for Counsellors
- provide ongoing in-service to educators at regional conferences and teacher orientation
- provide in-service in areas such as:
  - program modification
  - differentiated instruction
  - Individual Education Plans (IEP)
- support the implementation of Western Canada Protocol Curricula
- promote an integrated services delivery model involving allied professionals in areas such as:
  - speech language pathology
  - occupational therapy
  - Health and Social Services
- facilitate specific training for specific needs such as:
  - working with the visually or hearing impaired
  - Autism
  - FAS/FAE
- work with DEC/DEA Student Support Consultants to address student support needs.

Key Documents

Western Canada Protocol Curricula

"Teachers expressed the need for greater classroom support as well as other professional support in the areas of counselling, assessment and reading."

Source: Student Support Needs Assessment 2000

Expansion of Counselling Services in Schools

Priorities

✔ *Expansion of Counselling Services in School*

Counselling was identified as a priority in 1993 and again in 2000. It is critical for government departments, community agencies and non-government organizations to work together to increase the capability of families and communities to support their children.

Within schools and classrooms we are developing the capacity to deliver more effective approaches for teaching students most at risk of not succeeding. We are also working to better assist students with counselling services.

Values and skills associated with a counselling strategy must include respect for the family, elders and traditional practices, cooperative interaction, sharing, learning by modelling, respect for the ethic of non-interference, and respect for a world view which is holistic and harmonious with nature (*Peavy 1993*).

Using these values and skills as a foundation, the Department of Education, Culture and Employment will:

- partner with Aurora College to develop and offer a counselling program and a certificate in counselling
- provide in-service to counsellors who are currently working in schools and communities
- work with Education Operations and Development Division, ECE, to set qualification standards for counsellors
- identify core courses which counsellors can access which apply to a variety of positions in the community caregiver field
- coordinate with Health and Social Services to explore "ladder type" training from which counsellors are able to benefit
- develop a plan to attract secondary school students to the Counsellor program.

Key Documents

Counselling Strategy (Draft 2001)
Residential Schools Strategic Plan (Draft 2001)
Early Childhood Development Action Plan (Draft 2001)

"It is estimated that counselling was provided to approximately 12% of students in the 1999-2000 school year and that 28% of students required this support."

Source: Student Support Needs Assessment 2000

Priorities

✔ *Reduced Pupil-Teacher Ratio*

Reduced Pupil-Teacher Ratio

Legislation has recently been passed that makes a commitment to reduce the pupil-teacher ratio in each of four years starting in 2000-01. It is estimated that the changes to the formula will have added about $30 million to school budgets by the end of the fourth year of the plan.

The provisions of the Bill will see the funded pupil-teacher ratio decrease from 18:1 to 16:1, and student support funding almost double from 8.2% to 15% of total school funding. The timetable for this investment is laid out in legislation as follows:

Decrease the pupil-teacher ratio from 18:1 to:

2000-01	17.5:1
2001-02	17.0:1
2002-03	16.5:1
2003-04	16.0:1

Increase student support funding from 8.2% of school funding to:

2000-01	10%
2001-02	12%
2002-03	14%
2003-04	15%

Key Documents

- *Bill 1, Second Session, Fourteenth Legislative Assembly, February 2000: An Act to Amend the Education Act*
- *Funding Regulation pursuant to Section 151 of the Education Act, February 2000*

"The student-teaching ratio... is the ratio of full-time equivalent students in the appropriate school year to the number of teaching positions funded in the same year."

"The number of teaching positions is the number of funded teaching positions in the education program for kindergarten to grade 12, and includes positions for Principals, Vice-Principals and Program Support Teachers, but does not include positions for holders of Aboriginal Teaching Certificates issued under the Education Staff Regulations made under the Act."

Source: Education Act, 1996 Funding Regulations

Increase in Number of Program Support Teachers

Priorities

✔ *Increase in Number of Program Support Teachers*

In 2000, a significant increase in funding for inclusive schooling was allocated over a four-year period. Included in this is funding for professional development, programming and supports, and student support consultants.

This initiative is defined in legislation.

Student support funding was increased from 8.2% of school funding to:

2000-01 10%
2001-02 12%
2002-03 14%
2003-04 15%

In order to maximize the effect of increased funding, the Department of Education, Culture and Employment will undertake the following strategic initiatives:

- develop and implement a recruitment and retention strategy to help retain northern teachers and teachers with northern experience to remain in the NWT; Program Support Teachers with northern experience know the needs of students and can help provide support for teachers in the classroom
- implement a teacher induction (mentoring) program for new teachers
- provide ongoing professional development for program support teachers
- continue to in-service jurisdictions in the use of "Educating All Our Children: Towards Implementation" (1995).

Key Documents

- *Bill 1, Second Session, Fourteenth Legislative Assembly, February 2000: An Act to Amend the Education Act*
- *Educating All Our Children: Towards Implementation (1996)*
- *Staff Recruitment and Retention Strategy (2000)*
- *Student Support Needs Assessment, 2000*

"Education/support assistants provide, by far, the greatest amount of support to teachers on a regular basis. However, Program Support Teachers (PST) provide considerable part-time support to classroom teachers."

Source: Student Support Needs Assessment 2000

Priorities

✔ *Parent Support to Students*

Parent Support to Students

In order for students to reach their full potential, it is critical to shift from the model of a school as a stand-alone organization to one that emphasizes and values interdependence and builds community. Families and community agencies are key resources for school and, in turn, schools are key resources for families, social and health professionals and community leaders.

The Department of Education, Culture and Employment will:

- provide workshops in:
  - parenting programs such as "Nobody's Perfect"
  - parental involvement in schooling
  - partnerships between home and school
  - awareness/training on how to promote, encourage, and support reading
- promote training for regional early childhood staff
- implement the Residential Schools Strategic Plan
- work with partners to address social issues such as suicide prevention, child abuse, harassment and residential schools trauma
- collaborate with other agencies to support community wellness programs.

Key Documents

Early Childhood Development Action Plan (Draft 2001)
Towards Literacy – A Strategy Framework 2000

"A range of parental activity, such as volunteering in school, helping with homework, encouraging students to be punctual and to attend school, was suggested as being beneficial to students. It was also noted that school and community had a role to play in supporting parents in meeting their responsibilities."

Source: Student Support Needs Assessment 2000

Student Behaviour, Attendance and Tardiness

A major initiative that has resulted from concerns about student behaviours, attendance and tardiness is Effective Behavioural Support (EBS) – a positive school-wide discipline and support system. EBS is a positive, proactive system where behavioural expectations are clearly defined, taught and reinforced. EBS offers a systematic program that deals with behavioural management in a way that respects the individual integrity of children. EBS systems work because they are focused on strategies that have been proven effective, and are supported by research in schools. The system centres on an instruction-based approach to managing behaviour encompassing school-wide concerns, classroom and problem-area discipline issues, and individual students who may be "at risk". It is a school-wide system in that it builds a foundation for expected behaviour and instructional support for all staff and students in all school settings.

The Department of Education, Culture and Employment will:

- provide ongoing training of regional consultants in Effective Behavioural Supports (EBS)
- provide ongoing training of regional consultants in Functional Behavioural Assessment (FBA)
- offer in-service in Effective Behavioural Support and Functional Behavioural Assessment at regional conferences
- provide continued training in Non-Violent Crisis Intervention and Anger Management
- update the Skills for Healthy Relationships curriculum and make it available on the Internet
- continue to gather and disseminate information on safe, secure and caring schools
- provide in-service to counsellors who are currently working in schools and communities as to:
  - appropriate models of counselling for our student population
  - examine how counselling fits into Effective Behavioural Support (EBS)

Priorities

✔ *Student Behaviour, Attendance and Tardiness*

"Teachers indicate that it is very difficult to teach and support students who have sporadic attendance and/or are habitually late for school."

"Approximately 29% of students attend school less than 80% of the time. In addition, tardiness is considered to be a problem for 24% of students."

Source: Student Support Needs Assessment 2000

- determine how to make connections with career development officers
- amend the Child Abuse Protocol and the ECE handbook: "Dealing with Child Abuse, A Handbook for School Personnel".

Key Documents

Early Childhood Development Action Plan (Draft 2001)

Reading and Literacy

Researchers have defined critical periods for brain development and function. In their research, "The Early Years Study: Reversing the Real Brain Drain, 1998", McCain and Mustard show that the critical development of language is between six months and four years with development potential beginning to decrease by five years of age and diminishing as the years progress. This reinforces the importance of early literacy initiatives and working with parents and families prior to school entry.

The Department of Education, Culture and Employment will:

- partner with other government departments to address literacy concerns
- establish a Language Arts Subject Advisory Committee
- support the Revitalizing, Enhancing and Promoting Aboriginal Languages Strategy (2001)
- promote understanding of "language nests" to revitalize, enhance and reclaim languages
- research and disseminate best practices for reading and literacy
- provide ongoing training in how to teach reading through workshops and in-services.

Key Documents

- *Towards Literacy – A Strategy Framework 2000*
- *Revitalizing, Enhancing and Promoting Aboriginal Languages Strategy (2001)*
- *Early Childhood Development Action Plan (Draft 2001)*

Priorities

✔ *Reading and Literacy*

"There was a call for increased emphasis to be placed on reading/literacy."

Source: Student Support Needs Assessment 2000

Priorities

✔ *Preschool Programs and Early Intervention Programs*

Preschool Programs and Early Interventions

The Department of Education, Culture and Employment believes strongly in the principle of investing in our children in the early years. By providing our children with support in their early years, they are more likely to achieve and reach their potential.

The Department of Education, Culture and Employment will work with partners in Health and Social Services and regional jurisdictions to:

- develop, in consultation with Health and Social Services, a preschool screening tool to determine which children would benefit from early intervention and assistance transitioning into school
- support early childhood conferences for all early childhood workers and program providers
- work with Aurora College to deliver the Early Childhood Training Program
- work towards a collaborative, integrated services delivery model
- provide relevant in-service opportunities for kindergarten and primary level educators at regional conferences
- compile northern research about successful northern childhood programs.

Key Documents

Early Childhood Development Action Plan (Draft 2001)

"Participation in preschool programs is considered to be beneficial to the academic achievement and social development of children."

Source: Student Support Needs Assessment 2000

Conclusion

In accepting the research of the Student Support Needs Assessment 2000, the Department of Education, Culture and Employment is committed to providing direction on focused improvements to an education system that is responsive to the needs of all students and provides the necessary programs and supports for each student to experience success.

This response represents the first step in an ongoing process of cooperation, innovation and continuous improvement. It invites parents, advocates and educators to strengthen their commitment and work together to ensure that programs and services are responsive, holistic and effective in supporting the diverse needs of our students. Next steps will involve the development of a detailed workplan that includes long- and short-term initiatives.

Sources of Information Used to Prepare this Response

- Student Support Needs Assessment – Territorial Report 2000
- Student Support Needs Assessment – Technical Report 2000
- Minister's Forum on Education (1999)
- Minister's Response to the Forum on Education (1999)
- Early Childhood Development Action Plan (Draft 2001)
- A Strategy to Enhance and Expand Senior Secondary Programming (Draft 2001)
- Towards Literacy – A Strategy Framework 2000
- Career Development Strategy (Draft 2001)
- Culture-Based Education Strategy (Draft 2001)
- Revitalizing, Enhancing and Promoting Aboriginal Languages Strategy (2001)
- Counselling Strategy (Draft 2001)
- Staff Recruitment and Retention Strategy (2000)
- Feedback from Student Support Consultants' Meetings on the Student Support Needs Assessment Report, 2000 (2001)
- Developing an Accountability Framework for Special Education in the Western Canadian Protocol jurisdictions (2001)
- Strengthening Supports: Saskatchewan Education (2000)
- Special Education Review Initiative: A Plan For Action, Manitoba (2000)

References

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Peavy, R.V. (1993). Development of Aboriginal Counselling. A Brief to the Royal Commission on Aboriginal Peoples. Vancouver, B.C.